



## Williamsburg School District

423 School Street  
Kingstree, SC 29556

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	5,543 Students	
<b>Superintendent</b>	Ralph C. Fennell, Jr.	843-355-5571
<b>Board Chair</b>	Mr. James Darby	843-387-5472

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

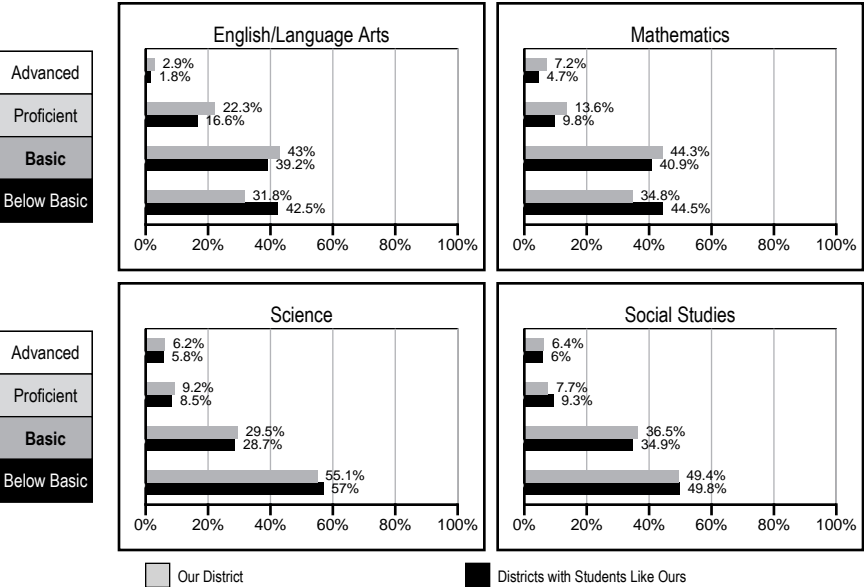
96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	7	9

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	67.3	69.0	71.7	56.1	64.2	70.3
Passed 1 subtest	13.3	1.5	12.8	18.5	18.7	15.2
Passed no subtests	19.4	1.6	15.5	25.4	17.2	14.5

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	49.4	58.1
English 1	32.7	42.8
Physical Science	25.3	30.9
All Subjects	37.7	44.7

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=5,543)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 85.6%	100.0%	98.9%
Retention rate	4.1%	No Change	5.0%	4.0%
Attendance rate	96.2%	Up from 96.0%	95.3%	95.6%
Eligible for gifted and talented	4.0%	Down from 4.2%	6.4%	11.4%
With disabilities other than speech	15.2%	Down from 15.7%	11.9%	10.5%
Older than usual for grade	5.3%	Up from 4.0%	7.3%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 2.0%	1.2%	0.8%
Enrolled in AP/IB programs	1.9%	Down from 3.2%	5.4%	10.3%
Successful on AP/IB exams	N/A	N/A	16.6%	56.0%
Eligible for LIFE Scholarship	27.6%	Up from 22.5%	25.0%	31.1%
Enrolled in adult education GED or diploma programs	170	Up from 116	26	48
Completions in adult education GED or diploma programs	18	Down from 25	11	27
Annual dropout rate	0.5%	Down from 1.6%	3.8%	3.8%
<b>Teachers (n=365)</b>				
Teachers with advanced degrees	56.7%	Up from 54.7%	52.9%	54.8%
Continuing contract teachers	58.1%	Down from 63.2%	57.5%	73.9%
Teachers with emergency or provisional certificates	21.8%	Up from 19.0%	14.3%	5.0%
Teachers returning from previous year	84.9%	Down from 85.8%	83.8%	88.8%
Teacher attendance rate	94.3%	Down from 94.9%	94.5%	94.9%
Average teacher salary	\$42,079	Up 1.7%	\$42,079	\$45,107
Vacancies for more than nine weeks	5.2%	Up from 4.9%	1.3%	0.5%
Professional development days/teacher	16.7 days	Down from 17.5 days	16.7 days	15.2 days
<b>District</b>				
Superintendent's years at district	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 22.4 to 1	18.7 to 1	20.2 to 1
Prime instructional time	89.2%	Down from 89.3%	87.8%	89.1%
Dollars spent per pupil*	\$9,198	Up 7.3%	\$9,939	\$8,666
Percent of expenditures for teacher salaries*	48.6%	Down from 49.6%	47.7%	53.1%
Percent of expenditures for instruction*	52.8%	Down from 53.9%	51.8%	56.5%
Opportunities in the arts	Excellent	Up from Fair	Good	Excellent
Parents attending conferences	100.0%	Up from 93.6%	94.4%	98.2%
Number of schools	14	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.9%	Down from 2.7%	6.1%	4.3%
Average age in years of school facilities	37 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	13.0	Up from 12.0	4.0	8.0
Average administrator salary	\$70,130	Up 5.5%	\$71,864	\$76,032

\* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Youth Academy Charter	At-Risk	N/A	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	338	87.9%	1511	42.3%	382	73.6%	Yes
<b>Gender</b>							
Male	150	81.3%	757	35.7%	168	68.5%	N/A
Female	188	93.1%	745	49.1%	212	77.4%	N/A
<b>Racial/Ethnic Group</b>							
White	19	78.9%	74	47.3%	26	42.3%	N/A
African American	319	88.4%	1430	41.8%	353	75.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	66	48.5%	253	17.4%	76	38.2%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	282	87.2%	1320	41.4%	307	73.9%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	87.9%	89.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	382	153
Number of Diplomas	281	112
Rate	73.6%	74.3%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	388	394	404	408	387	402	792	802		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	13.8	13.7	16.0	16.3	14.8	15.1	15.5	16.3	15.2	15.5
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/General Assembly
Average Number of Hours of Training Annually	23.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Williamsburg County School District is located in a rural community comprised of three high schools, one junior high school, eight elementary schools, one charter school, and a career and technology center. We are proud of the hard work our principals, teachers, staff, students, parents, and community members have accomplished this school year. Through their combined efforts, we have made great strides in our goals toward academic achievements.

Our district continues to support our teachers and students by providing professional development, relevant resources, scientifically based research, innovative strategies, and best instructional practices. We have implemented the following instructional programs to enhance our current curriculum in an effort to increase student achievement: a Balanced Literacy Program, Reading First, computer assisted remediation and enrichment programs, Accelerated Reader, Reading Counts, Accelerated Math, Credit Recovery, instructional technology labs to include Plato and NCS Learn, Standards in Practice, Differentiated Instruction, and career education.

Williamsburg County School District continually develops opportunities to extend challenging and diverse learning opportunities for our students. Our curriculum is under constant revision to ensure its alignment with the most current South Carolina Curriculum Standards for each grade level and subject area. To enhance the curriculum, we also incorporate web resources, current textbooks and resources, hands-on approaches through the use of manipulative, applied, and integrated approaches.

We are continuing to provide a safe environment in all of our schools. Together, we will continue to encourage our students to maximize their potential to ensure their success in a global society.

Respectfully submitted,

Ralph C. Fennell, Jr.  
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Title I Schools' School Improvement Status

School	Status	School	Status
Hemingway High	CSI	Hemingway Elementary	CA
Kingstree Jr High	R	Kingstree Elementary	RP
Kingstree High	RP	Youth Academy Charter	CA
Cades-Hebron Elementary	NI		

The Williamsburg School District consists of 14 public schools with 7 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	2333	99.7	31.6	43.2	22.3	2.9	36.2	48.2	No	Yes
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## Gender

Male	1209	99.5	38.3	41.1	18.2	2.4	30.4	41.7	N/A	N/A
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Female	1124	99.8	24.6	45.3	26.6	3.4	42.3	55.0	N/A	N/A
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## Racial/Ethnic Group

White	153	99.4	24.3	45.0	28.6	2.1	47.1	60.0	Yes	Yes
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African American	2154	99.8	32.3	43.0	21.9	2.8	35.3	31.7	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	20	90.0	16.7	50.0	27.8	5.6	44.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
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## Disability Status

Disabled	480	99.0	69.9	22.1	5.2	2.8	13.2	16.0	No	Yes
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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## Limited English Proficient

Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
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## Socio-Economic Status

Subsided meals	2117	99.8	32.7	43.0	21.8	2.5	35.0	34.0	No	Yes
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## Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2333	99.8	34.8	44.4	13.6	7.2	30.8	45.8	No	Yes
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## Gender

Male	1209	99.8	37.5	42.3	13.0	7.2	29.6	45.6	N/A	N/A
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Female	1124	99.9	32.0	46.5	14.3	7.2	32.1	45.9	N/A	N/A
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## Racial/Ethnic Group

White	153	99.4	22.1	52.9	17.1	7.9	36.4	59.0	No	Yes
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African American	2154	99.9	35.8	43.8	13.2	7.1	30.2	26.9	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	20	100.0	22.2	50.0	16.7	11.1	55.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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## Disability Status

Disabled	480	99.4	70.0	24.2	3.5	2.4	9.1	17.1	No	Yes
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## Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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## Limited English Proficient

Limited English	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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## Socio-Economic Status

Subsided meals	2117	99.9	35.8	43.8	13.4	7.0	30.1	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	1571	99.9	55.2	29.4	9.1	6.2	15.3	35.7	96.5	96.1
Gender										
Male	813	99.9	55.8	28.9	9.2	6.0	15.3	37.4	96.3	96.0
Female	758	100.0	54.6	30.0	9.0	6.4	15.4	33.8	96.8	96.3
Racial/Ethnic Group										
White	102	100.0	41.5	38.3	8.5	11.7	20.2	49.2	94.2	96.0
African American	1449	99.9	56.4	28.9	8.8	5.8	14.7	17.0	96.7	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.0	94.7	97.3
Hispanic	16	100.0	46.7	20.0	26.7	6.7	33.3	24.9	96.8	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.3	94.6
Disability Status										
Disabled	304	100.0	81.0	12.9	1.7	4.4	6.1	14.0	95.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	92.7	96.4
Limited English Proficient										
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.4	96.8
Socio-Economic Status										
Subsided meals	1429	100.0	57.0	28.7	8.1	6.2	14.3	21.1	96.5	95.6
Social Studies										
All Students	1568	99.7	49.4	36.4	7.7	6.4	14.1	34.0	96.5	96.1
Gender										
Male	813	99.6	48.9	37.0	7.4	6.7	14.1	36.6	96.3	96.0
Female	755	99.9	50.0	35.9	8.1	6.0	14.1	31.3	96.8	96.3
Racial/Ethnic Group										
White	103	100.0	37.6	41.9	11.8	8.6	20.4	44.5	94.2	96.0
African American	1447	99.8	50.6	36.0	7.4	6.0	13.4	19.1	96.7	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.7	97.3
Hispanic	14	92.9	25.0	33.3	16.7	25.0	41.7	27.5	96.8	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.3	94.6
Disability Status										
Disabled	326	100.0	75.5	20.1	2.5	1.9	4.5	14.4	95.4	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	92.7	96.4
Limited English Proficient										
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.4	96.8
Socio-Economic Status										
Subsided meals	1422	99.9	50.5	36.3	6.8	6.4	13.2	21.0	96.5	95.6

\* Adj - Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample



PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	383	99.7	11.5	35.8	46.4	6.3	52.7
	4	373	100.0	25.6	51.5	20.3	2.5	22.8
	5	360	100.0	35.9	48.1	14.6	1.5	16.0
	6	420	100.0	40.0	41.7	16.6	1.7	18.4
	7	428	99.3	46.7	39.0	12.8	1.5	14.3
	8	440	99.1	48.2	44.6	6.2	1.0	7.2
2008	3	407	99.5	11.8	32.3	49.0	6.9	55.9
	4	384	99.5	26.8	46.4	25.7	1.1	26.8
	5	359	100.0	34.9	47.2	16.5	1.4	17.9
	6	352	99.2	33.9	45.8	17.6	2.7	20.3
	7	419	99.8	35.4	48.5	14.9	1.2	16.1
	8	412	100.0	47.0	39.6	9.8	3.5	13.4
Mathematics								
2007	3	383	99.7	21.6	41.3	20.8	16.4	37.2
	4	373	100.0	38.4	39.8	17.3	4.5	21.7
	5	360	100.0	30.9	56.9	8.2	4.1	12.2
	6	420	100.0	30.5	47.9	15.6	6.0	21.6
	7	428	99.3	39.9	45.3	9.7	5.2	14.9
	8	440	99.8	50.6	41.1	6.4	1.9	8.4
2008	3	407	100.0	24.6	42.2	16.1	17.1	33.2
	4	384	100.0	33.5	43.1	15.3	8.2	23.4
	5	359	100.0	38.9	40.9	16.2	4.0	20.2
	6	352	99.4	32.3	41.1	19.6	6.9	26.6
	7	419	99.8	33.7	53.0	9.4	4.0	13.4
	8	412	99.8	45.6	44.8	6.6	3.0	9.6
Science								
2007	3	197	100.0	37.4	26.9	24.2	11.5	35.7
	4	372	100.0	63.1	24.1	10.5	2.3	12.8
	5	183	100.0	73.9	23.0	2.4	0.6	3.0
	6	214	100.0	66.8	24.6	5.5	3.0	8.5
	7	428	98.8	50.4	31.6	12.0	6.0	18.0
	8	224	100.0	72.7	24.4	2.4	0.5	2.9
2008	3	205	100.0	38.2	27.6	20.1	14.1	34.2
	4	383	100.0	60.4	27.9	8.5	3.3	11.7
	5	179	100.0	67.4	20.2	7.9	4.5	12.4
	6	176	100.0	74.4	15.2	8.5	1.8	10.4
	7	419	99.8	43.5	42.0	6.9	7.7	14.6
	8	209	100.0	60.1	28.6	5.4	5.9	11.3
Social Studies								
2007	3	190	99.5	22.8	37.2	20.0	20.0	40.0
	4	372	100.0	39.5	50.0	8.8	1.7	10.5
	5	183	100.0	64.0	29.1	6.4	0.6	7.0
	6	213	100.0	38.3	46.9	12.2	2.6	14.8
	7	428	99.1	57.3	33.8	5.5	3.5	9.0
	8	223	100.0	66.2	31.4	2.5	N/A	2.5
2008	3	204	100.0	21.2	38.3	17.6	22.8	40.4
	4	384	99.7	43.6	44.7	7.9	3.8	11.7
	5	180	100.0	63.8	27.6	5.2	3.4	8.6
	6	177	100.0	50.3	36.7	9.5	3.6	13.0
	7	418	99.5	57.3	31.3	5.7	5.7	11.4
	8	205	99.5	58.5	37.4	2.6	1.5	4.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)</b>										
All Students	448	98.2	19.6	40.2	30.7	9.5	55.7	69.7	Yes	Yes
Male	222	97.3	25.1	41.2	24.6	9.0	47.9	64.6	N/A	N/A
Female	226	99.1	14.4	39.2	36.5	9.9	63.1	74.8	N/A	N/A
White	30	96.7	31.0	13.8	41.4	13.8	58.6	81.7	I/S	I/S
African American	413	98.5	19.0	42.3	30.0	8.8	55.3	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	82	98.8	68.8	26.3	2.5	2.5	15.0	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	386	97.9	20.2	39.6	31.0	9.2	54.7	55.1	Yes	Yes

**Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)**

All Students	448	98.0	24.5	39.4	28.2	7.9	49.1	67.2	No	Yes
Male	222	96.8	30.5	32.4	29.5	7.6	47.6	66.3	N/A	N/A
Female	226	99.1	18.9	45.9	27.0	8.1	50.5	68.0	N/A	N/A
White	30	96.7	20.7	34.5	27.6	17.2	55.2	79.6	I/S	I/S
African American	413	98.3	24.8	39.8	28.1	7.3	48.6	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	82	97.6	72.2	24.1	1.3	2.5	8.9	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	386	97.7	25.4	40.0	26.2	8.4	47.8	53.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	504	91.9	80.8	6.3	4.2	0.6	N/A	N/A	N/A	N/A
Male	264	90.2	79.9	6.1	3.0	1.1	N/A	N/A	N/A	N/A
Female	240	93.8	81.7	6.7	5.4	N/A	N/A	N/A	N/A	N/A
White	32	84.4	71.9	9.4	N/A	3.1	N/A	N/A	N/A	N/A
African American	469	92.3	81.9	6.2	3.8	0.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	80	85.0	85.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	436	91.5	81.0	6.0	4.1	0.5	N/A	N/A	N/A	N/A

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	409	98.8	18.3	36.6	30.4	14.7	60.8	70.7
	2008	448	98.2	19.6	40.2	30.7	9.5	55.7	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	409	98.5	27.4	34.1	26.6	11.9	49.4	62.2
	2008	448	98.0	24.5	39.4	28.2	7.9	49.1	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%	Yes

\* Or greater than last year